DOCUMENT RESUME

ED 148 404 JC 780 016

AUTHOR McMillan, Robert L.
TITLE Student Characteristics Report, 1976-77.
INSTITUTION Essex County Coll., Newark, N.J.
PUB DATE Aug 77
NOTE 47p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Academic Aspiration; *Blacks; College Freshmen; Community Colleges; *Family Characteristics; Family Income; *Junior Colleges; *Parental Background; Race; Socioeconomic Background; Student Ability; Student Attitudes; *Student Characteristics; Student Transportation; Veterans

ABSTRACT

The combined total of 3,861 entering students during fall 1976 and spring 1977 at Essex County College, New Jersey, were given the Comparative Guidance and Placement Test battery. This test and enrollment files provided the following student characteristics data: enrollment was 75% black, approximately 60% female, 64% high school graduates, about 8% veterans, approximately 24% married students, and 93% local residents. Socioeconomic data revealed that 77% had a parental income of $9,000 or less with 44% of fathers and 34% of mothers holding service or semi-skilled jobs, 50% were living in their own residence and 36% were living with parents, 66% used public transportation, and 84.5% commuted 10 miles or less. Almost half of the fathers and mothers had less than a high school education, and 26% of students had worked three or more years before enrolling. High school averages showed 25% had achieved above an 80% average and 54% between a 70-79% average. Educational goals included completing vocational programs (27%), attaining a bachelor's (28%) or master's (11%) degree, but only 16% registered for pre-professional transfer programs. Students chose the college because it was close to home, had a strong major in their field, was inexpensive, and had a good academic reputation. Recommendations are included and 21 tables supplement the text. (RT)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

ESSEX COUNTY COLLEGE
NEWARK . NEW JERSEY

ED148404

# STUDENT CHARACTERISTICS REPORT
1976-77

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert L. McMillan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JC 780 016

# STUDENT CHARACTERISTICS REPORT

1976-77

Robert L. McMillan
Coordinator of Research

Essex County College
August, 1977

TABLE OF CONTENTS

Page

Introduction..... 1

Data Analysis..... 4

Summary.....10

Discussion.....12

Tables

New Students by Race.....16
New Students by Sex.....17
Admission Status.....18
Veteran Status.....19
County of Residence.....20
New Students by Marital Status.....21
Citizen Status.....22
Estimated Parental Income.....23
Place of Residence this Term.....24
Type Transportation Will Use Getting to School.....25
Distance Between Residence and College.....26
Entering Direct From High School.....27
Father's Occupation.....28
Mother's Occupation.....29
Father's Formal Education.....30
Mother's Formal Education.....31
Grades in High School Courses.....32
Enrollment Pattern by Curriculum Code.....33
Main Reason for Attending This Institution.....36
How Much Education Plan to Complete.....37
Immediate Plans After Leaving This Institution.....38

Recommendations.....39

## Introduction

According to Alfred (1977), two-year colleges serve two distinct populations. The first is the 17-21 age group, loosely classified as college-age youth. These are high school graduates who have entered college immediately or shortly after high school graduation to continue their education on a full or part-time basis. The second group includes a large number of students who are not of college age. These students make up the large proportion of "unclassified" and "part-time" students who constitute approximately 50 percent of the total number of students attending two-year colleges in the United States. They range in age from 25 to 65, and their perceptions and needs related to education vary markedly from those of students in the younger age category.

Research has indicated that two-year college students show less interest than four-year college students in intellectual pursuits. Also, two-year college students are less likely than four year students to discuss college related topics with college personnel and with parents. Where differences exist between these two groups toward college attendance, the reasons are significant. Two-year college students seem more concerned about business and financial matters, whereas four-year college students express greater interest in humanitarian concerns.

It is important to consider the two groups from this point of view for at least two reasons: (1) The programs offered by the two institutions are dictated by the interests of the students they serve which makes it impractical to make direct comparisons between the two: (2) Two-year colleges are generally located in the community which makes up the largest part of their enrollment and the governing boards are usually derived from the local community as opposed to the geographically diverse boards for four-year colleges. These two conditions from the latter reason - proximity and control - should allow two-year colleges to respond more immediately to local needs and conditions, and that response is quite often reflected in the admissions policy and by the curriculum.

Since the fall of 1974, Student Affairs has presented a summary profile of the personal, demographic, cognitive and motivational characteristics of all entering freshmen. The intent of the reports has been to generate information about the students who come to us that could be used by faculty and the administration.

## Method

Most of the 21 variables considered in this report, were taken from the Comparative Guidance and Placement Test battery; the remaining variables were retrieved from the currently enrolled file in the Computer Center. Two thousand, two hundred and fifty-five students entered for the fall and 1,606 students entered for the winter semester. There may be slight variations in the numbers reported by tables because some

questions were not answered on the CGP and the data file reflects the date the information was requested and in some cases does not represent computer file update.

## Variables

A total of 21 variables are discussed in this report. They are grouped into four classes and are described as follows:

Basic Classification General descriptive variables having primary reference to routine classification of the population (i.e. age, sex, race, admission status, marital status, veteran status, citizen status, county of residence).

Demographic Socioeconomic variables describing the SES of the population (i.e. place of residence, type of transportation used, distance between residence and college, entering direct from high school, parents occupation, parents formal education).

Cognitive Achievement variables before enrolling in the college and shortly after enrollment (i.e. grades in high school courses, enrollment by curriculum).

Affective/Perceptual Attitudinal variables describing student needs in relation to the college environment (i.e. main reason for attending the college, educational plans, immediate plans after leaving ECC, approximate hours plan to work per week this year).

## Data Analysis

The ratio of males to females has not changed substantially since 1974: females account for approximately 60% of this year's enrollment for both semesters compared to 40% for males. Nationally, there has been an increase in women attending college. Essex, however, has been ahead of the national average for women attending college since 1970. See Table 2.

Admission status has changed every year since 1974. For example, high school graduates accounted for approximately 51% in 1974; approximately 52% of 1975's new students were high school graduates; and this year, 64% of the students entering in the fall were high school graduates. The other categories: GED, non-graduate, transfer decreased. Table 3 shows the results.

Approximately 8% of the entering students for the fall were veterans and 7% for the winter as Table 4 indicates. Most of the students were Essex County residence (93%) for both semesters. Hudson County accounted for approximately 3% for both semesters; and, approximately 1.5% of the population came from Union County. See Table 5.

Discontinuous patterns of enrollment between high school and college may be explained by the family background of new students. Previous research has shown that many students marry shortly after high school and postpone college plans to a later time (Trent & Medsker, 1968; Cross, 1972). This year's new student population shows that

24.4% of the fall and 21% of the winter semesters' enrollment were married and slightly more than half were single. The national figure, somewhat to the contrary, show 70% of the entering population to be single and 21% to be married. Table 6 shows the results.

There is an approximate 5% non-U.S. citizen population enrolled for both semesters. Of that group, over 4% are permanent residents. See Table 7.

Demographic Variables There is a large body of literature that treats students differently depending upon where they fall on the socioeconomic scale. Students who come from the upper levels of the scale are generally characterized as having very high aspirations, are theoretical in their approach to college work, are highly motivated; and, in general, they operate from what Rotter (1966) would call an "internal locus of control." Students who come from the lower level of the SES scale are generally described in just the opposite terms. While there is some truth to the two descriptions, our students continue to exhibit high motivation perhaps because of rather than in spite of their position on the SES scale.

---

J.W. Trent & L.R. Medsker, "Beyond High School: A Psychological Study of 10,000 High School Graduates," San Francisco: Jossey-Bass, 1968.

K.P. Cross, The Junior College Student: A Research Description, Princeton, N.J.: Educational Testing Service, 1968.

J.B. Rotter, "Generalized Expectancies for Internal Versus External Control of Reinforcement," Psychological Monographs, 80 (1966), No. 609.

Approximately 77% of the entering population estimate parental income at $9,000 or less. That category is 47% higher than the national norm for two-year public colleges (Astin, et al., 1977). Information of this type clearly indicates that the income level of our students is well below the average and would further seem to suggest that a college education would be virtually impossible were it not for the financial aid they receive. Table 8 shows the results.

Table 9 describes the place of residence maintained by students during the fall semester. Most of the students live in their own home or apartment (50%) and the next highest percentage (36%) live at home with parents. Fewer students live with relatives or friends. These figures are similar to last year's report in all categories but they are quite different from the two-year national norm. According to that classification, only 37.6% of freshmen live in their own home or apartment but 34.4% of them do live at home with their parents.

The data for type of transportation used, reported in Table 10, is also consistent with the 1975-76 figures for new students. Most students continue to use public transportation to get to the college (66%) and 20% use their own car. It is worth noting that more males use cars to get to college than females, but more females than males use public transportation to get to the college.

The figures for commuting distance between residence and college increased this year from 75% living within 10 miles or less of the college in 1975-76 to 84.5% living the same distance this year. Nationally, the figures are 49.5% living within 10 miles or less of the college and 31.6%

---

A.W. Astin, M.R. King and G.T. Richardson, "The American Freshman National Norms For Fall 1976," American Council on Education. University of California at Los Angeles, 1977.

living between 11-50 miles of the college. Table 11 shows the results.

The characteristics of students entering direct from high school are identical to the 1975-76 figures in every category except one. Twenty percent of the students entered the college direct from high school; 5% were transfers from other institutions; 6% spent some time in the military; 11% worked between 1-2 years before entering the college; but 26% of this year's new students worked 3 or more years prior to enrollment (see Table 12).

Parents' occupation reported in Tables 13 and 14 show that 44% of the fathers are either service workers or semi-/unskilled workers; 12% are skilled workers. Thirty-four percent of the mothers are either service workers or semi-/unskilled workers; 32% are homemakers. Fathers' occupation, compared nationally for the first two categories, shows 12.7%; for mothers, the national average is 7.2%.

Tables 15 and 16, parents' formal education, indicate that 45% of the fathers did not graduate from high school; 17% are high school graduates; 2% finished a four-year college degree; and, 1% attained a graduate degree. For mothers, 49% are non-high school graduates; 24% did complete high school; 2% finished a four-year college degree; and, none attained a graduate degree.

The national figures for non-high school graduates for father's and mother's education are 26.3% and 21% respectively. Thirty two point eight percent of the fathers and 47.1% of the mothers are high school graduates from the national sample. For the four-year college degree and graduate degree by father and mother, the figures are 14.5%, 10.1%

and 7.6%, 3.3% respectively.

Cognitive Variables These are the traditional measures of achievement or of achievement potential such as the Scholastic Aptitude Test and the Comparative Guidance and Placement program. Two variables are considered in this report.

Approximately 54% of the new student population are reported to have maintained a 70-79 average in high school courses; 15% reported maintaining a 80-84 average; 9% reported a 85-89 high school average; and, 1% maintained a 90-100 average in high school. A comparison by sex shows that the two were fairly similar in high school except for the 85-89 range where females reported 11% compared to 7% for males (see Table 17).

When these data are considered in view of the national scene, some interesting points are raised. For example, nearly one in five (19.7) of the 1976 college freshmen reportedly earned an A average in high school. This increase represents a gain of 1.4% since 1975 and 6.2% since 1969. The number of freshmen with C averages declined from 32.5% to 19.8% in the 1969-76 period (Astin, et al., 1977). Grade analyses conducted by this office for 1974-75 reveals a similar decline in C's in favor of A's and B's for the college.

Enrollment pattern by curriculum remained consistent for the fall and winter semesters, 16% and 17% respectively for pre-professional transfer programs, but there was a consistent decrease from fall to winter for the others except: special studies which increased from 10% to 13%; career programs went from 23% fall to 14% winter; guided studies

decreased from 13% to 8%; undecided students decreased from 31% to 27%. Table 18 shows the results.

Affective Variables Research in this area, particularly on students' attitudes and beliefs, has probably generated more interest among educators than most other topics. One of the questions suggested by the literature has been identified by Alfred who maintains that it is entirely possible that the only impact the community college has on students is the reinforcement or accentuation of value orientations held by them at the time of entry. If this is true, he argues, then community college educators up to the present time have been highly unrealistic about the probable impact of college attendance on their students.

Main reason for attending this institution, shown in Table 19, indicates that most of the students considered Essex because it was close to home, strength in intended major, it is inexpensive, general academic reputation and for "other" reasons. Surprisingly, both sexes are in similar agreement.

Table 20, indicating how much education plan to complete, shows that a good portion of the students (27%) plan to complete a two-year specialized training program and that 28% intend to complete a four-year college degree. Eleven percent of all students plan to complete the master's degree. The figures for females, however, are not consistent with the national norms but not unexpected in view of comparisons on the other variables. In general, the number of females seeking advanced degrees shows an increase. Two out of every five students seeking higher

degrees are now women compared with one out of five in 1966. This year's entering female population exceed the males in the two-year specialized training program only with 35% to the males 15%.

Immediate plans after leaving this institution shows that most students plan to either transfer to a four-year college or university or work full-time after leaving Essex. One-fourth of the students indicated that they do not plan to work at all during the school year; and, as to be expected, twice as many females (31%) intend not to work than do males (15%). Another 25% plan to work 10 hours or less during the year; approximately 25% plan to work between 11-30 hours per week; and 19% indicated that they would work more than 30 hours per week during the school year and of that percentage, about half are males. For the students who do plan to work, approximately half will do so to finance education. See Table 21.

## Summary

The last decade witnessed a dramatic shift in the distribution of enrollment as a result of differential growth rates. The growth in public institutions was five times that of the growth in private institutions of higher education. Changes in enrollment were particularly dramatic for New Jersey two-year colleges which last year reported an 18% increase for 1975-76 and a 2.1% increase for 1976-77. Part-time student enrollment accounted for most of the growth. Part-time students now comprise 55.5% of all two-year college students in the state (O'Connor, 1976).

---

Linda O'Connor, DHE Research Note 76-4, N.J. Department of Higher Education, October, 1976.

Full-time enrollment for Essex decreased from fall 1975 to fall 1976 by 18.8%; part-time enrollment for the same time span decreased by 18.9%. In contrast to differences in enrollment patterns, sex and race appear to have only a limited effect on entrance into the college. Females continue to be more likely to enroll than males particularly for the income levels below $13,500, and the ratio of non-white to white students remains relatively stable.

Even though foreign students make up less than 2% of the total enrollment in American institutions of higher education, their numbers have been rising markedly in recent years. The sharpest increase occurred in the number of students from underprivileged regions. Our foreign new student population appears to be consistent with the national trend.

In terms of enrollment by curriculum, our students seem to show the greatest interest in arts and sciences programs and data processing compared to the other two-year colleges. We have one of the lowest number of students in health services, no students declared a major in natural sciences; but we have over six times more unclassified students than any of the other two-year colleges in the state (DHE, 1976). However, this group includes community and special programs students who are not expected to declare a major upon entry.

---

DHE Data Briefs, N.J. Department of Higher Education, No. 14, March, 1976.

## Discussion

Previous research has provided very little information about the conditions for influence in the college. Although many two-year colleges operate on the open-door policy, they turn out to be revolving doors. We also have traditional measures to describe non-traditional students: students who by virtue of background, personality characteristics, values, attitudes and interests do not conform to the norm. To suscribe to the principle of the open-door policy on the one hand and to ignore the value orientations and needs of the population of entering students on the other is to ignore the principle in fact.

The student population at Essex County College is changing. Though it is a subtle change, the evidence clearly points to that conclusion. For example, a recent study was conducted by this office to assess the value orientation of the population and one very interesting result was found: that our students were comparable to the metropolitan New York, New Jersey norm on theoretical, economic, social and political scales of the Allport Vernon-Lindzay Study of Values. One implication of this is that Essex's student values are not dramatically different from the typical middle-class college students' values as measured by the instrument.

---

Gordon W. Allport, Phillip E. Vernon & Gardner Lindzay, Manual: Study of Values, Houghton Mifflin Company, 1970.

Adjustment to college is undoubtedly related to psychological adjustment for many students. By that is meant the ability to see reality, to adapt to and to cope with the new environment. A student may be quite well adjusted psychologically and still be unhappy or unwilling to adjust to the college situation. Though the Foundations of Learning course* is one way of helping our new students adjust to the college experience, we believe that the needs assessment results from the CGP warrant a more concerted effort by the Counseling and Career Development area to complete the adjustment process.

Many students enrolling in two-year colleges desire measurable change in themselves as part of the college experience, but some faculty believe that most students make little more than a token effort to reexamine their outlook on life in relation to new experiences encountered during the experience. The usual questions arising from a debate of the issues are as follows: If students' interest in the academic program is marginal to begin with, why waste time in attempting to expand their knowledge beyond the realm of the traditional? Why attempt to establish conditions for change in student attitudes when interest in change is entirely lacking?

These questions lie at the heart of the argument that the two-

---

Richard L. Alfred. Impacts of the Community and Junior College on Students, California: Eric Clearinghouse for Junior Colleges, 1977.

*Foundations of Learning is an orientation course taught by counselors at the college.

year college does not make significant impact on students during tenure. Students claim they want the college to be an environment for learning which is exciting and stimulating, but very few "real" opportunities are available for individual development. In an environment which places primary emphasis on "institutional growth" as contrasted to "individual growth," how can one be expected to identify with the college much less participate in its affairs.

Whatever the basis for the argument either by faculty, students or administration, the problem seems to be one of the relationship between students and their college environment. In other words, there is an educational paradox between intended organizational objectives and actual educational outcomes generated in students vis a vis the college experience.

Two-year colleges are generally said to be student-centered institutions of higher education. They universally accept, in principle, the commitment to be "open-door" institutions and to provide comprehensive programs to all high school graduates and out-of-school adults who can profit from further education and training. One would expect that from this type of institutional commitment would flow a steady output of students who are prepared to enter the world of work and adult life.

As a broad issue, we have not even begun to approach the possibilities of more imaginative and more effective mixes of experiential and theoretical instruction. The Cooperative Education program, extension centers, special services and Foundations of Learning offer some alternatives to traditional instruction at the college and they do meet a need,

but the bigger job - that of providing basic skill development as well as encouraging students to think through problems using a variety of resources - could be expanded.

TABLE I

NEW STUDENTS BY RACE

| | Total | | Male | | Female | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| AMERICAN INDIAN | 11 | 0 | 5 | 0 | 6 | 1 |
| BLACK | 1888 | 75 | 627 | 68 | 1207 | 80 |
| CAUCASIAN | 225 | 9 | 127 | 14 | 92 | 6 |
| SPANISH/SURNAME | 52 | 3 | 22 | 2 | 29 | 2 |
| PUERTO RICAN | 106 | 4 | 44 | 5 | 56 | 4 |
| ORIENTAL | 35 | 2 | 17 | 2 | 17 | 1 |
| NO RESPONSE | 187 | 7 | 82 | 9 | 96 | 6 |
| TOTAL | 2504 | 100 | 924 | 100 | 1503 | 100 |

TABLE 2

NEW STUDENTS BY SEX

| CATEGORY | Fall N | Fall % | Winter N | Winter % |
|---|---|---|---|---|
| MALE | 842 | 37.3 | 494 | 30.8 |
| FEMALE | 1310 | 58.1 | 806 | 50.2 |
| NO RESPONSE | 103 | 4.6 | 306 | 19.0 |
| TOTAL | 2255 | 100.0 | 1606 | 100.0 |

TABLE 3

ADMISSION STATUS

| CATEGORY | Fall N | Fall % | Winter N | Winter % |
|---|---|---|---|---|
| HIGH SCHOOL GRADUATE | 1445 | 64.1 | 855 | 53.2 |
| GED | 135 | 6.0 | 94 | 5.9 |
| NON-GRADUATE | 473 | 21.0 | 379 | 23.6 |
| TRANSFER | 17 | .8 | 4 | .2 |
| COLLEGE GRADUATE | - | - | 4 | .2 |
| NO RESPONSE | 185 | 8.1 | 270 | 16.8 |
| TOTAL | 2255 | 100.0 | 1606 | 100.0 |

TABLE 4

VETERAN STATUS

| CATEGORY | Fall N | Fall % | Winter N | Winter % |
|---|---|---|---|---|
| VETERAN | 175 | 7.8 | 106 | 6.6 |
| NON-VETERAN | 1890 | 83.8 | 1224 | 76.2 |
| NO RESPONSE | 190 | 8.4 | 276 | 17.2 |
| TOTAL | 2255 | 100.0 | 1606 | 100.0 |

TABLE 5

COUNTY OF RESIDENCE

| COUNTY | Fall N | Fall % | Winter N | Winter % |
|---|---|---|---|---|
| BERGEN | 12 | .5 | 5 | .3 |
| BURLINGTON | - | - | 1 | .1 |
| CAMDEN | 1 | .0 | - | - |
| HUDSON | 61 | 2.7 | 55 | 3.4 |
| MIDDLESEX | 2 | .1 | 1 | .1 |
| MONMOUTH | 6 | .3 | 1 | .1 |
| MORRIS | 7 | .3 | 3 | .2 |
| OCEAN | 3 | .1 | - | - |
| ESSEX | 2105 | 93.3 | 1497 | 93.2 |
| PASSAIC | 21 | .9 | 14 | .9 |
| SOMERSET | - | - | 1 | .1 |
| SUSSEX | 31 | .0 | 1 | .1 |
| UNION | 1 | 1.4 | 25 | 1.6 |
| OUT-OF-STATE | 2 | .0 | - | - |
| FOREIGN | | .1 | 2 | .1 |
| TOTAL | 2255 | 100.0 | 1606 | 100.0 |

TABLE 6

NEW STUDENTS BY MARITAL STATUS

| CATEGORY | Fall N | Fall % | Winter N | Winter % |
|---|---|---|---|---|
| SINGLE | 1293 | 57.3 | 867 | 54.0 |
| MARRIED | 550 | 24.4 | 338 | 21.0 |
| NO RESPONSE | 412 | 18.3 | 401 | 25.0 |
| TOTAL | 2255 | 100.0 | 1606 | 100.0 |

TABLE 7

CITIZEN STATUS

| CATEGORY | Fall N | Fall % | Winter N | Winter % |
|---|---|---|---|---|
| U.S. CITIZEN | 1939 | 86.0 | 1246 | 77.6 |
| B VISA | 5 | .2 | - | - |
| F VISA | 19 | .8 | 13 | .8 |
| K VISA | 1 | .0 | 1 | .1 |
| PERMANENT | 105 | 4.7 | 70 | 4.4 |
| NO RESPONSE | 186 | 8.2 | 276 | 17.1 |
| TOTAL | 2255 | 100.0 | 1606 | 100.0 |

TABLE 8

ESTIMATED PARENTAL INCOME

| PARENTAL INCOME | N | % |
|---|---|---|
| $20,000 OR MORE | 38 | 2.0 |
| $17,500-$19,999 | 24 | 1.3 |
| $15,000-$17,499 | 54 | 2.9 |
| $13,500-$14,999 | 45 | 2.5 |
| $12,000-$13,499 | 67 | 3.6 |
| $10,500-$11,999 | 86 | 4.7 |
| $9,000-$10.499 | 113 | 6.0 |
| $7,500-$8,999 | 160 | 8.6 |
| $6,000-$7,499 | 221 | 11.9 |
| $3,000-$5,999 | 492 | 26.5 |
| LESS THAN $3,000 | 561 | 30.0 |
| | 1861 | 100.0 |

TABLE 9

PLACE OF RESIDENCE THIS TERM

| | Total | | Males | | Females | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| ON CAMPUS HOUSING | 25 | 1 | 9 | 1 | 15 | 1 |
| AT HOME WITH PARENTS | 895 | 36 | 400 | 43 | 478 | 32 |
| WITH RELATIVES OR FRIENDS | 164 | 7 | 64 | 7 | 99 | 7 |
| PRIVATE ROOM OFF CAMPUS | 44 | 2 | 29 | 3 | 15 | 1 |
| OWN HOME OR APARTMENT | 1262 | 50 | 372 | 40 | 841 | 56 |
| OTHER OFF CAMPUS HOUSING | 32 | 1 | 17 | 2 | 15 | 1 |
| NO RESPONSE | 82 | 3 | 33 | 4 | 40 | 2 |
| TOTAL | 2504 | 100 | 924 | 100 | 1503 | |

TABLE 10

TYPE TRANSPORTATION WILL USE GETTING TO SCHOOL

| | Total | | Males | | Females | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| OWN CAR | 533 | 20 | 298 | 32 | 220 | 14 |
| FAMILY CAR | 96 | 4 | 39 | 4 | 53 | 3 |
| CAR POOL | 14 | 1 | 4 | 0 | 10 | 1 |
| PUBLIC TRANSPORTATION | 1669 | 66 | 493 | 53 | 1125 | 73 |
| MOTORCYCLE, SCOOTER OR BICYCLE | 10 | 0 | 7 | 1 | 3 | 0 |
| WALK | 103 | 4 | 52 | 6 | 50 | 3 |
| NO RESPONSE | 129 | 5 | 33 | 4 | 87 | 6 |
| TOTAL | | 100 | 926 | 100 | 1548 | 100 |

TABLE 11

DISTANCE BETWEEN RESIDENCE AND COLLEGE

| | Total | | Males | | Females | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| WILL LIVE ON CAMPUS | 25 | 1 | 11 | 1 | 13 | 1 |
| 2 MILES OR LESS | 768 | 31 | 277 | 30 | 470 | 31 |
| 3-5 MILES | 900 | 36 | 366 | 40 | 504 | 34 |
| 6-10 MILES | 425 | 17 | 164 | 18 | 252 | 17 |
| 11-20 MILES | 178 | 7 | 56 | 6 | 120 | 8 |
| 21 MILES OR MORE | 79 | 3 | 17 | 2 | 57 | 4 |
| NO RESPONSE | 129 | 5 | 33 | 3 | 87 | 5 |
| TOTAL | 2504 | 100 | 924 | 100 | 1503 | 100 |

TABLE 12

ENTERING DIRECT FROM HIGH SCHOOL

| | Total | | Males | | Females | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| YES, THIS YEAR | 497 | 20 | 183 | 20 | 307 | 20 |
| NO, TRANSFERRED FROM ANOTHER INSTITUTION | 122 | 5 | 55 | 6 | 65 | 4 |
| IN ARMED FORCES IN INTERIM PERIOD | 147 | 6 | 137 | 15 | 7 | 0 |
| WORKED 1-2 YEARS | 284 | 11 | 130 | 14 | 144 | 10 |
| WORKED 2 OR MORE YEARS | 643 | 26 | 213 | 23 | 412 | 27 |
| OTHER | 716 | 29 | 168 | 18 | 519 | 35 |
| NO RESPONSE | 95 | 3 | 38 | 4 | 49 | 4 |
| TOTAL | 2504 | 100 | 924 | 100 | 1503 | 100 |

TABLE 13

FATHER'S OCCUPATION

| | Total | | Males | | Females | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| UNSKILLED WORKER | 484 | 19 | 174 | 19 | 300 | 20 |
| SEMI-SKILLED WORKER | 509 | 20 | 187 | 20 | 305 | 20 |
| SERVICE WORKER | 126 | 5 | 68 | 7 | 55 | 4 |
| SKILLED WORKER OR CRAFTSMAN | 294 | 12 | 126 | 14 | 162 | 11 |
| SALESMAN, BOOKKEEPER, SALESCLERK, SECRETARY | 34 | 1 | 15 | 2 | 19 | 1 |
| OWNER, MGR. SMALL BUS.; JR. EXEC. | 114 | 5 | 41 | 4 | 68 | 5 |
| PROFESSION REQUIRING B.A., B.S. | 36 | 1 | 17 | 2 | 18 | 1 |
| OWNER, EXEC. LARGE BUS., HIGH-LEVEL GOV'T. OFF'L. | 13 | 1 | 6 | 1 | 7 | 0 |
| PROFESSION REQUIRING ADVANCED DEGREE | 13 | 1 | 6 | 1 | 7 | 0 |
| HOMEMAKER | 21 | 1 | 8 | 1 | 13 | 1 |
| NO RESPONSE | 860 | 34 | 276 | 29 | 549 | 37 |
| TOTAL | 2504 | 100 | 924 | 100 | 1503 | 100 |

TABLE 14

MOTHER'S OCCUPATION

| | Total | | Males | | Females | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| UNSKILLED WORKER | 392 | 16 | 156 | 17 | 226 | 15 |
| SEMI-SKILLED WORKER | 328 | 13 | 120 | 13 | 194 | 13 |
| SERVICE WORKER | 120 | 5 | 46 | 5 | 71 | 5 |
| SKILLED WORKER OR CRAFTSMAN | 37 | 1 | 21 | 2 | 16 | 1 |
| SALESMAN, BOOKKEEPER, SALESCLERK, SECRETARY | 165 | 7 | 69 | 7 | 93 | 6 |
| OWNER, MRG. SMALL BUS.; JR. EXEC. | 34 | 1 | 18 | 2 | 16 | 1 |
| PROFESSION REQUIRING B.A. B.S. | 55 | 2 | 23 | 2 | 30 | 2 |
| OWNER, EXEC. LARGE BUS., HIGH-LEVEL GOV'T. OFF'L. | 5 | 0 | 2 | - | 3 | 0 |
| PROFESSION REQUIRING ADVANCED DEGREE | 26 | 1 | 8 | 1 | 18 | 1 |
| HOMEMAKER | 792 | 32 | 251 | 27 | 520 | 35 |
| NO RESPONSE | 550 | 22 | 210 | 24 | 316 | 21 |
| TOTAL | 2504 | 100 | 924 | 100 | 1503 | 100 |

TABLE 15

FATHER'S FORMAL EDUCATION

| | Total | | Males | | Females | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| NONE, OR SOME GRADE SCHOOL | 447 | 18 | 125 | 14 | 308 | 20 |
| FINISHED GRADE SCHOOL | 330 | 13 | 123 | 13 | 198 | 13 |
| SOME HIGH SCHOOL | 358 | 14 | 153 | 17 | 196 | 13 |
| FINISHED HIGH SCHOOL | 422 | 17 | 181 | 20 | 233 | 16 |
| BUSINESS OR TRADE SCHOOL | 68 | 3 | 28 | 3 | 37 | 2 |
| SOME COLLEGE | 70 | 3 | 21 | 2 | 47 | 3 |
| FINISHED A 2-YEAR COLLEGE | 37 | 1 | 21 | 2 | 16 | 1 |
| FINISHED A 4-YEAR COLLEGE | 41 | 2 | 20 | 2 | 21 | 1 |
| ATTENDED GRADUATE SCHOOL, NO DEGREE | 11 | 0 | 5 | 1 | 6 | 0 |
| ATTAINED GRADUATE DEGREE | 20 | 1 | 9 | 1 | 10 | 1 |
| NO RESPONSE | 700 | 28 | 238 | 25 | 431 | 30 |
| TOTAL | 2504 | 100 | 924 | 100 | 1503 | 100 |

TABLE 16

MOTHER'S FORMAL EDUCATION

| | Total | | Males | | Females | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| NONE, OR SOME GRADE SCHOOL | 382 | 15 | 104 | 11 | 268 | 18 |
| FINISHED GRADE SCHOOL | 323 | 13 | 111 | 12 | 349 | 23 |
| SOME HIGH SCHOOL | 529 | 21 | 165 | 18 | 349 | 23 |
| FINISHED HIGH SCHOOL | 612 | 24 | 270 | 29 | 325 | 22 |
| BUSINESS OR TRADE SCHOOL | 62 | 2 | 24 | 3 | 37 | 2 |
| SOME COLLEGE | 113 | 5 | 59 | 6 | 52 | 3 |
| FINISHED A 2-YEAR COLLEGE | 68 | 3 | 28 | 3 | 38 | 3 |
| FINISHED A 4-YEAR COLLEGE | 51 | 2 | 22 | 2 | 27 | 2 |
| ATTENDED GRADUATE SCHOOL, NO DEGREE | 16 | 1 | 4 | 0 | 12 | 1 |
| ATTAINED GRADUATE DEGREE | 12 | 0 | 7 | 1 | 5 | 0 |
| NO RESPONSE | 336 | 14 | 130 | 15 | 189 | 13 |
| TOTAL | 2504 | 100 | 924 | 100 | 1503 | |

TABLE 17

GRADES IN HIGH SCHOOL COURSES

| | Total | | Males | | Females | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| 90-100 (MOSTLY A'S) | 34 | 1 | 12 | 1 | 20 | 1 |
| 85-89 (HALF A'S AND HALF B'S) | 228 | 9 | 67 | 7 | 158 | 11 |
| 80-84 (MOSTLY B'S) | 382 | 15 | 116 | 13 | 256 | 17 |
| 75-79 (HALF B'S AND HALF C'S) | 862 | 34 | 315 | 34 | 521 | 35 |
| 70-74 (MOSTLY C'S) | 508 | 20 | 221 | 24 | 277 | 18 |
| 65-69 (HALF C'S AND HALF D'S) | 218 | 10 | 89 | 10 | 119 | 8 |
| 60-64 (MOSTLY D'S) | 37 | 1 | 21 | 2 | 16 | 1 |
| BELOW 60 (MOSTLY BELOW D) | 10 | 0 | 4 | 0 | 6 | 0 |
| NO RESPONSE | 225 | 10 | 79 | 9 | 130 | 9 |
| TOTAL | 2504 | 100 | 924 | 100 | 1503 | 100 |

TABLE 18

ENROLLMENT PATTERN BY CURRICULUM CODE

| Curriculum | Code | Fall N | Fall % | Winter N | Winter % |
|---|---|---|---|---|---|
| **Pre-Professional Transfer** | | | | | |
| Business Education | 0101 | 8 | 0 | 5 | 0 |
| Pre-Business | 0199 | 31 | 1 | 88 | 5 |
| Elementary Education | 0201 | 17 | 1 | 14 | 1 |
| Secondary Education | 0202 | 4 | 0 | 2 | 0 |
| Engineering | 0399 | 21 | 1 | 16 | 1 |
| Art and Fine Arts | 0401 | 20 | 1 | 5 | 0 |
| Music | 0409 | 16 | 1 | 1 | 0 |
| Humanities | 0499 | 16 | 1 | 31 | 2 |
| Biology | 0601 | 48 | 2 | 35 | 2 |
| Chemistry | 0602 | 6 | 0 | 2 | 0 |
| Math | 0664 | 1 | 0 | - | - |
| Natural Science | 0699 | 3 | 0 | 1 | 0 |
| Social Science | 0710 | 33 | 1 | 7 | 0 |
| Black Studies | 0712 | 1 | 0 | - | - |
| Liberal Arts | 0799 | 97 | 4 | 70 | 4 |
| Recreation Leadership | 0803 | 3 | 0 | 3 | 0 |
| Fire and Safety Science | 0897 | 4 | 0 | 2 | 0 |
| Law Enforcement | 0898 | 44 | 2 | 15 | 1 |
| Physical Education | 0899 | 27 | 1 | 11 | 1 |
| **Career Programs** | | | | | |
| Accounting | 2001 | 88 | 4 | 43 | 3 |
| Business Computer Programming | 2002 | 52 | 2 | 28 | 2 |
| Business Data Processing Systems | 2003 | 9 | 0 | 9 | 1 |
| Secretarial Science | 2004 | 58 | 3 | 26 | 2 |
| Business Administration | 2005 | 149 | 7 | 43 | 3 |
| Medical Records Librarian | 2102 | 4 | 0 | - | - |
| Medical Secretary | 2103 | 21 | 1 | 5 | 0 |
| Registered Nurse | 2104 | 14 | 1 | 1 | 0 |
| Radiologic Technician | 2105 | 2 | 0 | - | - |
| Physical Therapy | 2106 | 8 | 0 | - | - |

Table 18 Cont.

| Curriculum | Code | Fall N | Fall % | Winter N | Winter % |
|---|---|---|---|---|---|
| Para-medical Career | 2199 | 1 | 0 | - | - |
| Early Childhood Education | 2201 | 19 | 1 | 3 | 0 |
| Social Service | 2202 | 18 | 1 | | |
| Architectural Technician | 2301 | 26 | 1 | 10 | 1 |
| Scientific Computer Programming | 2302 | 8 | 0 | 3 | 0 |
| Industrial Engineering Technician | 2304 | 1 | - | 10 | 1 |
| Chemical Technician | 2306 | 10 | 0 | 4 | 0 |
| Electronic Engineering Technician | 2307 | 38 | 2 | 22 | 1 |
| Construction and Building Technician | 2308 | - | - | 1 | 0 |
| **Certificate Programs** | | | | | |
| Business Career Development | 3001 | 2 | - | 3 | 0 |
| Operational Accounting | 3002 | 2 | 0 | - | - |
| Business Data Processing Machine Operator | 3003 | 7 | 0 | 2 | 0 |
| Office Career Training | 3004 | 22 | 1 | 4 | 0 |
| **Guided Studies** | | | | | |
| Nursing Preparation | 6000 | 209 | 9 | 104 | 6 |
| RTC Preparation | 6001 | 40 | 2 | 12 | 1 |
| PTC Preparation | 6002 | 34 | 2 | 17 | 1 |
| Urban Studies Preparation | 6005 | 1 | 0 | - | - |
| **Special Studies** | | | | | |
| Non-matriculating, intent on degree | 8000 | 234 | 10 | 207 | 13 |
| Non-matriculating, not intent on degree | 8100 | 2 | 0 | - | - |
| **Undecided** | | | | | |
| Matriculated Student undecided about program | 9999 | 695 | 31 | 430 | 27 |
| **Unclassified** | | | | | |
| | 0221 | - | - | 1 | 0 |

Table 18 Cont.

| Curriculum | Code | Fall N | Fall % | Winter N | Winter % |
|---|---|---|---|---|---|
| | 0661 | - | - | 1 | 0 |
| | 0749 | - | - | 2 | 0 |
| | 0790 | 1 | 0 | - | - |
| | 0797 | - | - | 1 | 0 |
| | 0809 | 1 | 0 | - | - |
| | 0890 | 1 | 0 | - | - |
| | 0999 | - | - | 1 | 0 |
| | 1203 | 1 | 0 | - | - |
| | 2000 | - | - | 2 | 0 |
| | 2022 | 1 | 0 | - | - |
| | 2099 | 4 | 0 | - | - |
| | 2109 | 5 | 0 | - | - |
| | 2110 | 8 | 0 | 1 | 0 |
| | 2303 | 1 | 0 | - | - |
| | 2602 | - | - | 1 | 0 |
| | 2800 | 1 | 9 | - | - |
| | 2901 | - | - | 1 | 0 |
| | 3006 | 1 | 0 | - | - |
| | 3023 | - | - | 1 | 0 |
| | 3306 | 2 | 0 | 13 | 1 |
| | 6006 | - | - | 13 | 1 |
| | 6007 | 5 | 0 | - | - |
| | 6008 | 2 | 0 | 1 | 0 |
| | 6090 | - | - | 1 | 0 |

TABLE 19

MAIN REASON FOR ATTENDING THIS INSTITUTION

| | Total | | Males | | Females | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| INEXPENSIVE | 168 | 7 | 72 | 8 | 93 | 6 |
| CLOSE TO HOME | 537 | 21 | 190 | 21 | 336 | 22 |
| CERTAIN OR ALMOST CERTAIN OF ADMISSION | 128 | 5 | 46 | 5 | 77 | 5 |
| FRIENDS ATTENDING | 39 | 2 | 13 | 1 | 25 | 2 |
| GENERAL ACADEMIC REPUTATION | 251 | 10 | 82 | 9 | 160 | 11 |
| STRENGTH IN INTENDED MAJOR | 583 | 23 | 188 | 20 | 371 | 25 |
| IMPRESSION OF CAMPUS AND STUDENTS | 47 | 2 | 25 | 3 | 22 | 1 |
| RELIGIOUS AFFILIATION | 3 | 0 | 3 | 0 | 0 | 0 |
| NOT ACCEPTED BY FIRST-CHOICE COLLEGE | 64 | 3 | 34 | 4 | 28 | 2 |
| CONTACT WITH REPRESENTATIVE FROM INSTITUTION | 52 | 2 | 23 | 2 | 29 | 2 |
| OTHER | 502 | 20 | 188 | 20 | 302 | 20 |
| NO RESPONSE | 130 | 5 | 60 | 7 | 60 | 4 |
| TOTAL | 2504 | 100 | 924 | 100 | 1503 | 100 |

TABLE 20

HOW MUCH EDUCATION PLAN TO COMPLETE

| | Total | | Males | | Females | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| NO SPECIAL PLANS | 143 | 6 | 58 | 6 | 82 | 5 |
| A ONE-YEAR PROGRAM | 90 | 4 | 22 | 2 | 64 | 4 |
| A ONE-AND-A-HALF YEAR PROGRAM | 48 | 2 | 7 | 1 | 38 | 3 |
| TWO-YEAR SPECIALIZED TRAINING PROGRAM | 681 | 27 | 136 | 15 | 519 | 35 |
| TWO-YEAR LIBERAL ARTS DEGREE (A.A.) | 166 | 7 | 60 | 6 | 103 | 7 |
| FOUR-YEAR COLLEGE DEGREE (B.A., B.S.) | 703 | 28 | 337 | 36 | 352 | 23 |
| MASTER'S DEGREE (M.A., M.S.) | 269 | 11 | 130 | 14 | 134 | 9 |
| PH.D., M.D., OTHER PROFESSIONAL DEGREE | 171 | 7 | 94 | 10 | 71 | 5 |
| OTHER | 129 | 5 | 43 | 5 | 80 | 5 |
| NO RESPONSE | 104 | 3 | 37 | 5 | 60 | 4 |
| TOTAL | 2504 | 100 | 924 | 100 | 1503 | 100 |

TABLE 21

IMMEDIATE PLANS AFTER LEAVING THIS INSTITUTION

| | Total | | Males | | Females | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| TRANSFER TO 4-YEAR COLLEGE OR UNIVERSITY | 993 | 40 | 499 | 54 | 470 | 31 |
| FULL-TIME WORK | 901 | 36 | 209 | 23 | 662 | 44 |
| MILITARY SERVICE | 17 | 1 | 9 | 1 | 5 | 0 |
| UNDECIDED | 438 | 17 | 152 | 16 | 274 | 18 |
| OTHER | 78 | 3 | 23 | 2 | 53 | 4 |
| NO RESPONSE | 77 | 3 | 32 | 4 | 39 | 3 |
| TOTAL | 2504 | 100 | 924 | 100 | 1503 | 100 |

## Recommendations

Academic elements of general education and career education programs are quite often irrelevant to commuting students. For many of them, the college experience is one of practical satisfaction of vocational goals as the students in this report demonstrate. The fact that most of our students expect to either transfer to a four-year college or university or resume full-time employment suggest that effort should be spent in accentuating initial intellectual skills by providing the basics needed to survive and encouragement for self-improvement rather than attempting to convert them to value orientations of college personnel.

The low income level of entering students would suggest that every effort should be made to continue providing financial assistance for them.

Since we enroll approximately twice as many female students as the national average for two-year colleges, we need to examine how effective the college is in meeting the needs of its largest population.

The needs assessment portion of the CGP is a valuable tool for getting at some of the non-cognitive dimensions of our entering population that might be included in the content of the Foundations of Learning courses. Therefore, Counseling and Career Development is encouraged to make more effective use of that portion of the CGP.

In view of the fact that a good portion of the new student

population intends to work either full or part-time while attending ECC, and, a sizable number will seek full-time employment after leaving the institution, the placement function of the Counseling and Career Development area should be strengthened.

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 27 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES